

“THE MORE... THE MORE” (AN ANONYMOUS TEXT)

1. Uwagi ogólne

Ćwiczenia oparte na wierszu *The more... the more* są adresowane do studentów kierunków humanistycznych. Sprawdzą się na filologiach, filozofii, socjologii, religioznawstwie, kulturoznawstwie itp.

2. **Poziom zaawansowania:** materiał przeznaczony do wykorzystania ze studentami na poziomie B2, z możliwością zaadaptowania na potrzeby słuchaczy na poziomach B1 i C1

3. **Czas trwania opisanych ćwiczeń:** 15–30 minut, w zależności od realizacji wszystkich proponowanych ćwiczeń bądź tylko niektórych z nich

4. Cele dydaktyczne:

- przećwiczenie zastosowania konstrukcji gramatycznej „The... The... + comparatives” wprowadzonej np. przez podręcznik *New English File Upper-intermediate* na stronie 9 w części *Mini Grammar*,
- rozwijanie sprawności mówienia (*speaking*), np. wygłaszania sądów, opinii, zabierania głosu w dyskusji, i kreatywnego pisania (*opinion essay*).

5. Uwagi i sugestie

Materiał można wykorzystać jako *warm-up activity* na dowolnych zajęciach.

“The more... the more” – anonymous

The more we give,
the more we get.

The more we laugh,
the less we fret.

The more we live unselfishly,
the more we live abundantly.

The more of everything you share,
the more you'll always have to spare.

The more we love, the more we find

That life is good, and friends are kind...

For only what we give away, enriches us
from day to day.

1. Begin by asking the whole class some general questions:

1. Do you like poetry? Why (not)?
2. Do you (ever/often/sometimes) read poetry?
3. If you read poetry, why do you do it?
4. On what occasions do you read poetry?
5. Have you ever learnt a poem by heart? Why? What for?
6. Do you ever read poetry in English?
7. Do you remember any rhymes in English, can you quote some lines?
8. Do you think you can learn grammar from poems?

2. Distribute the poem previously cut into pieces. You should cut it with scissors anywhere where there are dots or commas. It helps if the print is bigger. Students work in pairs to put the lines in the correct order and thus receive six logical sentences. They have to discuss each option in terms of being true or not and agree on a common solution.

If students are having problems with the task, give them a hint by saying they need to be looking for logical consequences as well as simple rhymes and pay attention to capital letters which usually start each new sentence. You may tell them the first four words: "The more we give, ..." You may explain new vocabulary if students ask questions about single words. In such case be ready to provide them with definitions of "fret", "abundantly", "enrich".

You can also give them the formula for the rhymes:

A
A
B
B
C
C
D
D
E
E

Students in pairs present their final versions of the poem to the whole class, giving arguments supporting the statements the poem conveys.

Attention! There may be two different, grammatically correct final versions. Accept both, asking the students to support their ideas and explain the different meanings or messages.

3. If nobody comes up with the alternative solution, suggest it yourself by asking:

“How about:
The more we give,
the less we fret.
The more we laugh,
the more we get?”

Ask the students to discuss it in pairs as well as to look for another sentence two parts of which could be switched at the sole expense of ignoring some punctuation rules.

The answer is: the more we live abundantly
the more we live unselfishly

Again ask the students to decide if it makes any sense to them and give examples to support their ideas.

Some students may suggest: the more you'll always have to spare
the more of everything you share

Challenge the students by asking if this is correct grammatically and elicit the wrong use of the future tense in such version of a conditional sentence.

4. Distribute the full text of the original poem and tell the students the author is anonymous. Ask them to speculate on who the poem might have been written by, what might be the person's nationality, philosophy, beliefs and convictions. When pairs come up with ideas, accept any that are well justified.

5. Have a whole class discussion about which of the sentences could be worth remembering as “words of wisdom” and recommended to young people as good advice.

6. Set a writing assignment for homework asking the students to write an opinion essay on the statement of their choice from the poem.